

# **GRAVES COUNTY SCHOOLS**

## **PROFESSIONAL GROWTH & CERTIFIED EVALUATION INSTRUMENT HANDBOOK**

**2001 - 2002**

*Graves County Schools*  
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## ASSURANCES

### CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Graves County School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and certified in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative conferences with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

Each person evaluated will be provided the opportunity for a review of the summative evaluation by the Local District valuation Appeals Panel. Provision is made for the right to review all documentation presented to the Appeals Panel and to the represented at the appeals.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 14, 2001

Brady Pink  
Signature of District Superintendent

June 14, 2001  
Date

Chad R. Holman  
Signature of Chairperson, Board of Education

June 14, 2001  
Date

## **GLOSSARY OF EVALUATION TERMS AND DEFINITIONS**

(As applied to Kentucky's professional growth and certified personnel evaluation process)

**ADMINISTRATOR** – Any person who devotes the majority of his/her employed time to service in a position for which administration certification is required by the Educational Professional Standards Board in 704 KAR Chapter 20. These positions are superintendent, deputy superintendent, assistant/associate superintendent, principal, assistant principal, guidance counselor, director of special education, supervisor of instruction, director of pupil personnel, dean of students, director of federally supported programs, professional development coordinator, director of district-wide services, instructional coordinator, and district assessment coordinator. The administrator assumes the role of evaluator for all certified school personnel whom he/she supervises.

**APPEAL** – A process whereby any certified employee can formally challenge their evaluation.

**CONFERENCE** – A meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.

**CORRECTIVE ACTION PLAN** – A plan developed by the evaluator and evaluatee as a result of an unsuccessful standard rating(s) on the formative or summative evaluation. Specific assistance and activities are identified and progress monitored.

**EVALUATEE** – One whose behaviors and performances are being observed, examined, appraised, or critiqued.

**EVALUATION** – The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products or performances. Evaluation shall also include the establishment and monitoring of individual professional growth plans.

**EVALUATION COMMITTEE** – A group of local school district teachers and administrators responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators.

**EVALUATION PLAN** – The forms and procedures used for formative and summative evaluation. The Graves County Board of Education and the Kentucky State Board of Education must approve both the plan and procedures.

**EVALUATION PROCEDURES** – Procedures that are designed to foster professional growth and to support individual personnel decisions.

**EVALUATOR** – One who appraises or carefully examines behaviors and performances of the evaluatee to determine a value. Evaluators must be trained, tested, and certified by the Kentucky Department of Education.

**FORMATIVE EVALUATION** – A continuous cycle of collecting evaluation information, and providing feedback regarding the certified employee's professional growth and performance.

**INDICATORS** – The measurable behaviors and outcomes that demonstrate performance criteria.

**MONITORING** – The process to check systematically or scrutinize for the purpose of collecting specified categories of data. (For example: principals monitor teachers lesson plans, units of study, interactions with students, parents, and each other.)

**OBSERVATION** – A process of gathering factual information in the performance of duty, based upon predetermined criteria in the district evaluation plan. All observations will be conducted openly and with the full knowledge of the teacher or administrator.

**PERFORMANCE CRITERIA** – The performance areas, specific skills or outcomes on which the certified employee shall be evaluated based upon job position and the district evaluation plan.

**POSITION** – A professional role in the school district such as: teacher, secondary principal, supervisor of instruction.

**POST OBSERVATION CONFERENCE** – A meeting between the evaluator and the evaluatee to provide feedback from the evaluator. The evaluator and the evaluatee will analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan.

**PRE-OBSERVATION CONFERENCE** – A meeting between the evaluator and the evaluatee to discuss and plan the schedule, date, time, etc. of the observation(s).

**PRIMARY EVALUATOR** – the evaluator who is the employee's immediate supervisor (principal, assistant principal, etc.)

**PROFESSIONAL GROWTH PLAN** – A plan developed by the evaluatee with the assistance of the evaluator whereby goals for enrichment and development are established. The plan includes objectives, a plan for achieving the objectives, and a method for evaluating success. The plan shall be aligned with specific goals and objectives of the school and/or district improvement plan.

**STANDARDS OF PERFORMANCE** – Acceptable qualitative or quantitative levels of specific job performances expected of effective certified employees.

**SUMMATIVE EVALUATION** – The summary of, and conclusions from, all evaluation data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of the evaluation cycle. Summative evaluation includes a conference between the evaluator and the evaluated certified employee, and a written evaluation report.

**TEACHER** – A teacher is any certified staff person who directly instructs students.

# **GRAVES COUNTY SCHOOLS**

## **PROCESS & PROCEDURES FOR EVALUATION**

The following policy outlines procedures for the evaluation of all certified employees of Graves County Schools consistent with KRS 156.557.

**(Page numbers listed throughout these 2 pages, refer to supporting documents included in this district plan handbook.)**

(1) An evaluation committee consisting of equal numbers of teachers and administrators develops evaluation procedures and forms for certified positions below the level of the district superintendent. The superintendent's evaluation process is developed and adopted by the local board of education. The evaluation procedures and forms are designed to foster professional growth and to support individual personnel decisions. **(page 6)**

(2) The procedures provide for both formative evaluation and summative evaluation and including the following elements:

(a) The immediate supervisor of the certified school employee is designated the primary evaluator. **(page 7)** Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

(b) The monitoring or observations of performance of a certified employee are conducted openly and with the full knowledge of the teacher or administrator.

(c) All certified personnel below the level of superintendent will have a professional growth plan aligned with specific goals and objectives of the school and/or district consolidated plan. The evaluatee and the evaluator will discuss and agree upon a meaningful plan suited specifically to enhance and assist the performance of the evaluatee. The plan will be reviewed annually by the evaluator and evaluatee and will become part of each individual's personnel evaluation file. **(page 8)**

(d) The evaluation process developed for the local superintendent is conducted annually by the local board of education, following guidelines specified in KRS 156.111 and 704 KAR 3:406 includes provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111.

(e) Evaluation shall include a formative conference between the evaluator and the person evaluated within one (1) work week following each observation. In addition, the summative conference shall be held at the end of the evaluation cycle and include all evaluation data.

(f) Evaluation with multiple observations shall occur annually for each non-tenured certified employee. The formative data collected during the beginning teacher internship period may be utilized in summative evaluation of the intern. **(pages 10-12)**

(g) Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory. **(pages 10-12)**

(h) Summative evaluation shall occur a minimum of once every three-year period for each tenured teacher. **(pages 10-12)**

(i) Summative evaluation shall occur annually for all administrators. **(pages 10-12)**

(j) The evaluation of all certified employees below the level of the district superintendent shall be in writing on the district summative evaluation form **(pages 26 & 36)**, and become a part of the official personnel record housed at the district office.

(k) The observations shall include documentation of information to be used in determining the performance of the evaluatee on the district formative evaluation form. **(pages 16 & 30)**

(l) All evaluatees are given the opportunity to make a written response to the evaluation procedures and findings, and the responses become a part of the official personnel record.

(m) A copy of the evaluation is provided to the evaluatee.

Section 5. (1) The evaluation form shall include a list of performance criteria characteristic of effective teaching or administrative practices. Under each criterion, specific descriptors or indicators that can be measured or observed and recorded are listed. Additionally, standards of performance are established for each criterion. The performance criteria include those that apply to the employee being evaluated and that are identified within KRS 156.557(2). **(pages 26 & 36)**

(2) The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year.

(3) Evaluation forms, specific for teachers and administrators, are used for the process. **(pages 26 & 36)** Formative evaluation forms are used to collect observation data. **(pages 16 & 30)**

Section 6. (1) The primary evaluator, with the exception of a district board of education member, shall be trained, tested, and approved as an evaluator by the Kentucky Department of Education.

(2) Training shall: (a) Include skill development in the use of the local evaluation process. The local district shall conduct this training at the beginning of each evaluation cycle; (b) Include skill development in the identification of effective teaching and management practices, effective observation and conferencing techniques, establishing and assisting with a certified employee professional growth plan, and summative evaluation techniques relative to the academic expectations in 703 KAR 4:060. This training shall be conducted by a provider who has been approved by the Kentucky Department of Education as a trainer for the Instructional Leadership Improvement Program; (c) Be provided by the Kentucky Department of Education for all new administrators who are designated as evaluators. Other administrators who have not received training in the skill areas listed in paragraph (b) of this subsection may participate also; and (d) Be approved as a part of the evaluation plan and procedures submitted to the Kentucky Department of Education.

(3) Testing shall: (a) Include a cognitive test of research-based and professionally accepted teaching and management practices and effective evaluation techniques listed in subsection (2)(b) of this section; and (b) Be conducted by the Kentucky Department of Education or an individual or agency approved by the Kentucky Department of Education.

(4) Initial approval as an evaluator shall be issued by the Kentucky Department of Education upon completion of the required evaluation-training program and successful completion of testing.

(5)(a) Continued approval as an evaluator shall be contingent upon the completion of a minimum of twelve (12) hours of evaluation training every two (2) years. (b) This training shall be in any one, or a combination, of the following skill areas: 1. Use of the local evaluation process; 2. Identification of effective teaching and management practices; 3. Effective observation and conferencing techniques; 4. Establishing and assisting with certified employee professional growth plans; 5. Summative evaluation techniques; or 6. Completion of training or update training in the Kentucky Teacher Internship Program in 704 KAR 20:690 or Kentucky Principal Internship Program in 704 KAR 20:470 not to exceed six (6) hours per two (2) year cycle. (6) The district secondary instructional supervisor will be the contact person responsible for monitoring evaluation training and implementing the evaluation plan.

A Corrective Action Plan, if needed, is developed by the evaluator and evaluatee to address specific concerns in employee performance. **(page 40)** Once the corrective action plan has been implemented, there is more frequent monitoring by the evaluator and specific assistance provided to improve performance. When the concern has been corrected, the employee moves back into the Individual Professional Growth Plan cycle.

The summative evaluation of the employee is conducted at the end of the evaluation cycle and includes all data collected during the formative phase. A summative conference is held to discuss the performance indicated on the summative instrument. **(pages 26 & 36)** The employee is provided a copy of the summative instrument and a copy of the Individual Professional Growth Plan, which are both forwarded to the district central office.

Any employee who feels that the summative evaluation by their evaluator is not an accurate assessment of their performance, either by substance or procedure, may file an appeal with the District Appeals Panel. **(page 42)** The employee should use the Appeals Process and Hearing Procedures form. The evaluatee has ten working instructional days from the date of the summative conference to file the request for appeal.

If a substantive change (examples shall include a change in cycle, observation frequency, a form or an appeal procedure) is made to the evaluation plan, the local board of education shall utilize the evaluation committee in formulating the revision. A revision to the plan shall be reviewed and approved by the local board of education and submitted to the Kentucky Department of Education for approval. Evaluators shall utilize the forms adopted by the district and approved by the Kentucky Department of Education.

## **EVALUATION PLAN DEVELOPMENT COMMITTEE**

Administrators:	Al Colley – Principal, Farmington Elementary Ward Bushart – Principal, Graves Co. High Kenneth Galloway - Assistant Superintendent *Tommy Scott - Instructional Supervisor
Teachers:	Janice Crum – teacher, Cuba Elementary Bridges Holland – teacher, Graves Co. Middle Cindy Harris – teacher, Symsonia Elementary Michelle Douglas – teacher, Graves Co. High

\*Tommy Scott, Instructional Supervisor is the designated contact person for certified evaluation in Graves County Schools.

## **POLICY STATEMENT**

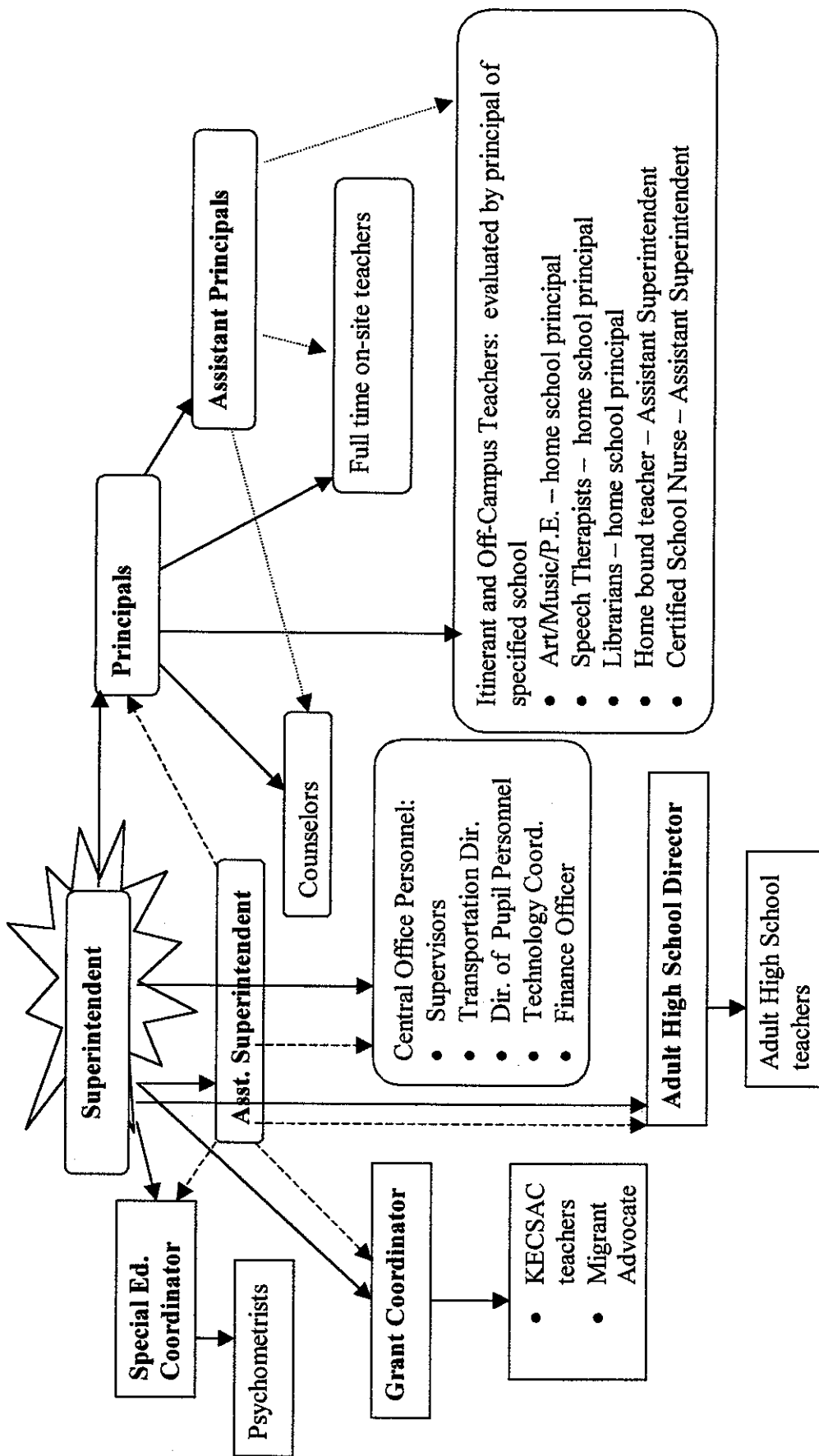
Professional development for teachers and administrators is a continuous cooperatively planned program to improve the performance of each professional in order for them to become more proficient in their educational performance. This involves the assessment of strengths and weaknesses of each staff member along with a plan for improving weaknesses and encouraging strengths.

The primary purpose of the evaluation process is to improve instruction. The entire process will also serve to provide performance accountability to the public, provide encouragement for teachers and administrators to improve their performance and support individual personnel decisions.

The entire evaluation process shall be conducted in a fair and equitable manner for all certified staff. A procedure for review of evaluation is included in the guidelines to insure all evaluation processes are followed as adopted by the Graves County Board of Education and in accordance with KRS 156.557 and 704 KAR 3:345.



# **CERTIFIED EVALUATION FLOWCHART – 2001-02** **GRAVES COUNTY SCHOOLS**



**Bold print indicates certified evaluators.**

# **Individual Professional Growth Plan**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ School Year: \_\_\_\_\_

**Identified School/District Improvement Plan Goal and/or Objective:**

Present Professional Development Stage	Growth Goal(s)/Objective(s) (Individual Growth Plan must align with specific goals and objectives of school/district improvement plan)	Procedures & Activities for Achieving Goal(s)/Objective(s)	Expected Impact	Target Dates for Completion/ Review

Employee's Comments:

Supervisor's Comments:

Individual Growth Plan Developed:		Annual Review:    Achieved;    Revised;    Continued	
Employee's Signature _____	Date _____	Employee's Signature _____	Date _____
Supervisor's Signature _____	Date _____	Supervisor's Signature _____	Date _____

## **Instructions for Completing the Individual Professional Growth Plan**

**This Plan is to be completed by the employee with assistance from the immediate supervisor.**

### **Identified School/District Improvement Plan Goal and/or Objective**

(704 KAR 3:345 Section 4 (2) (c) states, "The evaluation system **shall** include a professional growth plan for all certified personnel below the level of superintendent **aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually.**"

Does your growth plan goal(s) align with one of the school/district improvement goals or objectives?

### **Present Professional Development (PD) Stage**

(Select one of the following PD stages that matches your personal stage of growth.)

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

Is your growth plan individualized to meet the particular level or stage of present professional development?

### **Growth Goal(s) and Objective(s)**

Identify the specific goal(s) and objective(s) that you plan to develop. For example: If increasing the percentage of students scoring in the proficient level in mathematics is a school improvement goal, an individualized growth plan might be to incorporate measurable performance-based assessment items in mathematics lessons, or to utilize computer software/technologies in mathematics instruction. It is also appropriate to review your summative evaluation for any identified professional growth needs.

Does your growth plan meet your individualized goal(s) and objectives(s)?

### **Procedures and Activities**

List the specific activities you plan to do in order to meet your goal(s) and objective(s). For example: attending specific staff development workshops; soliciting input from peer/colleague; enrolling in a seminar; collaborating with other support personnel, etc.

How will participation in the identified activities assist you in accomplishing your identified goal(s) and objectives?

### **Expected Impact**

Describe the Expected Impact in terms of improved student performance, change in teacher practice, or completion of finished product.

### **Target Dates for Completion/Review**

Identify the date that you plan to accomplish/review your individualized goal(s) and objective(s).

## **EVALUATION FREQUENCY TIMELINE**

The number and schedule of observations and summative evaluation conferences will be different for teachers based on the number of years experience in education. The following chart indicates the minimum number of observations and evaluations for each category. This number does not include the periodic short visits and observations made by the evaluator. Additional observations, conferences, and evaluations may be conducted for any teacher or administrator as deemed necessary or helpful by the evaluator.

	<b>Completed by December 1:</b>	<b>Completed by April 15:</b>
1 <sup>st</sup> year teachers	2 formative observations	2 formative observations 1 summative evaluation
2 <sup>nd</sup> – 4 <sup>th</sup> year teachers	1 formative observation	2 formative observations 1 summative evaluation
Tenured teachers	1 formative observation	1 summative evaluation

Evaluation cycle for tenured teachers is once every three years. Principals retain the right to visit and observe teachers every year as needed and include a summative conference. The cycle will be staggered so that 1/3 of the teachers in a particular building will be evaluated formally every year.

Superintendent		Summative evaluation every year in May
All other administrators		Yearly summative evaluation by June 30 of each year

Copies of the most current summative evaluation shall become part of individual personnel records housed at the district office. These documents shall be submitted to the district by June 30.

## INTERNSHIP/PROFESSIONAL GROWTH AND EVALUATION PROCESS

INTERN TEACHER		NEW and EXPERIENCED TEACHERS	
NON-TENURED		NON-TENURED	TENURED
less than one (1) year		one (1) through four (4) years	more than four (4) years
The evaluation plan shall be explained to and discussed with all certified employees no later than the end of the first month of reporting for employment for each school year.			
<b>FORMATIVE PHASE (data collection)</b>			
<b>Initial Conference and Pre-conference(s)</b> (prior to each observation) <ol style="list-style-type: none"> <li>1. who observes</li> <li>2. when observations are to occur</li> <li>3. where</li> <li>4. unit of study/lesson plan</li> <li>5. other exchange of information</li> </ol>	<b>Pre-conference(s)</b> (prior to each observation) <ol style="list-style-type: none"> <li>1. who observes</li> <li>2. when observations are to occur</li> <li>3. where</li> <li>4. unit of study/lesson plan</li> <li>5. other exchange of information</li> </ol>	<b>Pre-conference(s)</b> (prior to each observation) <ol style="list-style-type: none"> <li>1. who observes</li> <li>2. when observations are to occur</li> <li>3. where</li> <li>4. unit of study/lesson plan</li> <li>5. other exchange of information</li> </ol>	
<b>Formative Observations</b> <ol style="list-style-type: none"> <li>*1. minimum of three (3) per year when results are satisfactory.</li> <li>2. prior to each formative conference</li> <li>3. use KTIP Form</li> <li>*More observations may occur when results are unsatisfactory</li> </ol>	<b>Formative Observations</b> <ol style="list-style-type: none"> <li>*1. minimum of two (2) per year when results are satisfactory.</li> <li>2. prior to each formative conference</li> <li>*More observations shall occur when results are unsatisfactory</li> </ol>	<b>Formative Observations</b> <ol style="list-style-type: none"> <li>*1. minimum of one (1) every (3) three-year period when results are satisfactory</li> <li>2. prior to each formative conference</li> <li>*Multiple observations shall occur when results are unsatisfactory</li> </ol>	
<b>Formative Conferences (post)</b> <ol style="list-style-type: none"> <li>*1. minimum of three (3) per year</li> <li>2. intern/intern committee</li> <li>3. conference with intern follows observation</li> <li>4. open discussion of observation and feedback to teacher regarding performances/products</li> <li>5. discuss/establish/revise individual professional growth plan/activities</li> <li>6. written reports</li> <li>*More conferences may occur when observation results are unsatisfactory</li> </ol>	<b>Formative Conferences (post)</b> <ol style="list-style-type: none"> <li>*1. minimum of two (2) per year</li> <li>2. evaluator/evalutee</li> <li>3. within one (1) work-week following each observation</li> <li>4. open discussion of observation and feedback to teacher regarding performances/products</li> <li>5. discuss/establish/revise individual professional growth plan/activities</li> <li>*More conferences shall occur when observation results are unsatisfactory</li> </ol>	<b>Formative Conferences (post)</b> <ol style="list-style-type: none"> <li>*1. minimum of one (1) every (3) three-year period when results are satisfactory</li> <li>2. evaluator/evalutee</li> <li>3. within one (1) work-week following each observation</li> <li>4. open discussion of observation and feedback to teacher regarding performances/products</li> <li>5. discuss/establish/revise individual professional growth plan/activities</li> <li>*Multiple conferences shall occur when observation results are unsatisfactory</li> </ol>	
<b>SUMMATIVE PHASE (decision-making)</b>			
<b>Summative Conference (post)</b> <ol style="list-style-type: none"> <li>1. discussion between intern and intern committee</li> <li>2. one time</li> <li>3. includes all data collected</li> <li>4. held at the end of the cycle</li> <li>5. completed (written) report provided to the intern</li> <li>6. establish/revise individual professional growth plan</li> </ol>	<b>Summative Conference (post)</b> <ol style="list-style-type: none"> <li>1. discussion between person evaluated and evaluator</li> <li>2. once each year</li> <li>3. includes all evaluation data collected</li> <li>4. held at the end of the evaluation cycle</li> <li>5. completed (written) evaluation report provided to person evaluated</li> <li>6. establish/revise individual professional growth plan</li> </ol>	<b>Summative Conference (post)</b> <ol style="list-style-type: none"> <li>1. discussion between person evaluated and evaluator</li> <li>2. once every (3) three-year period</li> <li>3. includes all evaluation data collected</li> <li>4. held at the end of the evaluation cycle</li> <li>5. completed (written) evaluation report provided to person evaluated</li> <li>6. establish/revise individual professional growth plan</li> </ol>	
<b>Summative Evaluation</b> <ol style="list-style-type: none"> <li>1. one time</li> <li>2. summary/conclusions from all formal and informal evaluation data</li> <li>3. written report and decision</li> </ol>	<b>Summative Evaluation</b> <ol style="list-style-type: none"> <li>1. once each year</li> <li>2. summary/conclusions from all evaluation data (formative and summative)</li> <li>3. written evaluation report</li> </ol>	<b>Summative Evaluation</b> <ol style="list-style-type: none"> <li>1. minimum of one (1) every (3) three-year period</li> <li>2. summary/conclusions from all evaluation data (formative and summative)</li> <li>3. written evaluation report</li> </ol>	
<b>District teacher personnel files shall contain:</b> <ol style="list-style-type: none"> <li>1. Summative evaluation (completed form) per teacher at the end of the evaluation cycle.</li> <li>2. Individual professional growth plan per teacher/per evaluation cycle (reviewed annually).</li> <li>3. Intern records maintained according to KTIP 704 KAR 20:690</li> </ol>			
<i>*Local districts may require more observations/conferences/professional growth activities than stipulated in above table. Specific timelnes are designated in the local district plan and teacher internship regulation.</i>			
Procedures used for interns are stipulated by 704 KAR 20:690 (Kentucky Teacher Internship Program) and are for certification purposes only. However, interns are subject to the local district evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.557.			

# INTERNSHIP/PROFESSIONAL GROWTH AND EVALUATION PROCESSES (Education Administrators)

INTERN PRINCIPAL	ALL SCHOOL ADMINISTRATORS
	(except local district superintendent)
less than one (1) year	one (1) or more years experience
The evaluation plan shall be explained to and discussed with all certified employees no later than the end of the first month of reporting for employment for each school year.	
<b>FORMATIVE PHASE (data collection)</b>	
<p><b>Initial Conference and Pre-conference(s)</b> (prior to each observation)</p> <ol style="list-style-type: none"> <li>1. who observes</li> <li>2. when observations are to occur</li> <li>3. where</li> <li>4. activity observed</li> <li>5. other exchange of information</li> </ol>	<p><b>Pre-conference(s)</b> (prior to each observation)</p> <ol style="list-style-type: none"> <li>1. who observes</li> <li>2. when observations are to occur</li> <li>3. where</li> <li>4. activity observed</li> <li>5. other exchange of information</li> </ol>
<p><b>Formative Observations</b></p> <ul style="list-style-type: none"> <li>*1. minimum of three (3) per year when results are satisfactory.</li> <li>2. prior to each formative conference</li> <li>3. use PIP Form</li> <li>*More observations may occur when results are unsatisfactory</li> </ul>	<p><b>Formative Observations</b></p> <ul style="list-style-type: none"> <li>*1. minimum of one per year when results are satisfactory.</li> <li>2. prior to each formative conference</li> <li>*More observations shall occur when results are unsatisfactory</li> </ul>
<p><b>Formative Conferences (post)</b></p> <ul style="list-style-type: none"> <li>*1. minimum of three (3) per year</li> <li>2. intern/intern committee</li> <li>3. conference with intern follows observation</li> <li>4. open discussion of observation and feedback to principal regarding performances/products</li> <li>5. discuss/establish/revise individual professional growth plan/activities</li> <li>6. written reports</li> <li>*More conferences may occur when observation results are unsatisfactory</li> </ul>	<p><b>Formative Conferences (post)</b></p> <ul style="list-style-type: none"> <li>*1. minimum of one per year</li> <li>2. evaluator/evaluatee</li> <li>3. within one (1) work-week following each observation</li> <li>4. open discussion of observation and feedback to evaluatee regarding performances/products</li> <li>5. discuss/establish/revise individual professional growth plan/activities</li> <li>*More conferences shall occur when observation results are unsatisfactory</li> </ul>
<b>SUMMATIVE PHASE (decision-making)</b>	
<p><b>Summative Conference (post)</b></p> <ol style="list-style-type: none"> <li>1. discussion between intern and intern committee</li> <li>2. one time</li> <li>3. includes all data collected</li> <li>4. held at the end of the cycle</li> <li>5. completed (written) report provided to the intern</li> <li>6. establish/revise individual professional growth plan</li> </ol>	<p><b>Summative Conference (post)</b></p> <ol style="list-style-type: none"> <li>1. discussion between person evaluated and evaluator</li> <li>2. once each year</li> <li>3. includes all evaluation data collected</li> <li>4. held at the end of the evaluation cycle</li> <li>5. completed (written) evaluation report provided to person evaluated</li> <li>6. discuss/establish/revise individual professional growth plan</li> </ol>
<p><b>Summative Evaluation</b></p> <ol style="list-style-type: none"> <li>1. one time</li> <li>2. summary/conclusions from all formal and informal evaluation data</li> <li>3. written report and decision</li> </ol>	<p><b>Summative Evaluation</b></p> <ol style="list-style-type: none"> <li>1. once each year</li> <li>2. summary/conclusions from all evaluation data (formative and summative)</li> <li>3. written evaluation report</li> </ol>
<p><b>District personnel files shall contain:</b></p> <ol style="list-style-type: none"> <li>1. Summative evaluation (completed form) per administrator at the end of the evaluation cycle.</li> <li>2. Individual professional growth plan per administrator/per evaluation cycle (reviewed annually).</li> <li>3. Intern records maintained according to PIP 704 KAR 20:470</li> </ol>	
<p><i>*Local districts may require more observations/conferences/professional growth activities than stipulated in above table. Specific timelines are designated in the local district plan and the principal internship regulation.</i></p>	
<p>Procedures used for interns are stipulated by 704 KAR 20:470 (Kentucky Principal Internship Program) and are for certification purposes only. However, interns are subject to the local district evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.557</p>	

## **PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL CERTIFIED PERSONNEL**

The board handles alleged violations of its Code of Ethics in the same way as teacher and administrator misconduct. The Professional Code of Ethics for Kentucky School Certified Personnel is reproduced below:

### **704 KAR 20:680**

In 1990, the General Assembly of the Commonwealth of Kentucky enacted landmark legislation for education reform throughout the state. As the Kentucky Education Reform Act is implemented across the state, the Education Professional Standards Board calls Kentucky's educators to reaffirm their commitment to the highest ethical standards. In recognizing the magnitude of our responsibility to learners to society, we offer this Code of Ethics which reflects and promotes the aspirations of our profession.

**NECESSITY, FUNCTION, AND CONFORMITY:** KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education

### **Section 1. Certified personnel in the Commonwealth:**

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

### **To Students**

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and

8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

### **To Parents**

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

### **To the Education Profession**

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95.)



# FORMATIVE PRE-OBSERVATION CONFERENCE FORM

School Year \_\_\_\_\_

*(To be completed by the evaluator and evaluatee before the classroom observation visit.)*

_____ Evaluatee	_____ Evaluator	_____ Position
_____ School	_____ Date	_____ Time
_____ Content Area/Grade(s)	_____ # Students with IEP	_____ # of Students

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*(To be completed by evaluatee and provided to the evaluator before the classroom observation.)*

Academic Expectations Targeted # \_\_\_\_\_ # \_\_\_\_\_ # \_\_\_\_\_ # \_\_\_\_\_

Core Content # \_\_\_\_\_

# \_\_\_\_\_

# \_\_\_\_\_

Major Lesson Content or (Unit Study) \_\_\_\_\_

Assessment of Lesson or Unit \_\_\_\_\_

Special/Unique situations or circumstances of which observer should be aware:

\_\_\_\_\_  
\_\_\_\_\_

Other comments/concerns: \_\_\_\_\_

\_\_\_\_\_

Professional Growth Plan Status: \_\_\_\_\_

\_\_\_\_\_

_____ Evaluatee Signature	_____ Date	_____ Evaluator Signature	_____ Date
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## DATA COLLECTION SUMMARY

*(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricula activities, professional development activities, etc.)*

Observee \_\_\_\_\_ Content Area Grade(s) \_\_\_\_\_

Observer \_\_\_\_\_ Position \_\_\_\_\_

### Classroom Observation Information:

Date \_\_\_\_\_ Unit of Study/Lesson \_\_\_\_\_

Time \_\_\_\_\_ Academic Expectations (No.'s) \_\_\_\_\_

*(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)*

### STANDARDS/PERFORMANCE CRITERIA

<b>Standard 1: Demonstrates Professional Leadership: <i>The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.</i></b>	
1.1. Builds positive relationships within and between school and community.	1.8 Initiates and develops educational projects and programs.
1.2. Promotes leadership potential in colleagues.	1.9. Practices effective listening, conflict resolution, and group facilitation skills as a team member.
1.3. Participates in professional organizations and activities.	1.10. Demonstrates punctuality and good attendance for all duties.
1.4. Writes and speaks effectively.	1.11. Adheres to school board policies and administrative procedures.
1.5. Contributes to the professional knowledge and expertise about teaching and learning.	1.12. Adheres to the state professional Code of Ethics.
1.6. Guides the development of curriculum and instructional materials.	<b>Standard 1.</b> (Considerations for professional growth plan.)
1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.	

**Standard 2: Demonstrates Knowledge of Content: *The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.***

2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught.	2.6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
2.2. Communicates a current knowledge of discipline(s) taught.	2.7. Analyzes sources of factual information for accuracy.
2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the discipline.	2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.	2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.
2.5. Connects content knowledge to real-world applications.	<b>Standard 2.</b> Considerations for professional growth plan.)

**Standard 3: Designs/Plans Instruction:** *The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations.	3.8. Includes creative and appropriate use of technologies (e.g. audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.	3.9. Develops and implements appropriate assessment processes.
3.3. Integrates skills, thinking processes, and content across disciplines.	3.10. Secures and uses a variety of appropriate school and community resources to support learning.
3.4. Creates and uses learning experiences that challenge, motivate and actively involve the learner.	3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
3.5. Creates and uses learning experiences that are developmentally appropriate for learners.	3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.
3.6. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.	<b>Standard 3.</b> (Considerations for professional growth plan.)
3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur.	

**Standard 4: Creates/Maintains Learning Climate:** *The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge/*

4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.	4.6. Encourages and supports individual and group inquiry.
4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.	4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
4.3. Shows consistent sensitivity to individuals and responds to students objectively.	4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.
4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.	4.9. Works with colleagues to develop an effective learning climate within the school.
4.5. Locates and organizes materials and equipment to create an enriched multimedia environment.	<b>Standard 4.</b> (Considerations for professional growth plan.)

**Standard 5: Implements/Manages Instruction:** *The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

5.1. Communicates specific goals and high expectations for learning.	5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.	5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.
5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.	5.11. Makes effective use of media and technologies.
5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.	5.12. Makes efficient use of physical and human resources and time.
5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.	5.13. Provides opportunities for students to use and practice what is learned.
5.6 Stimulates students to reflect on their own ideas and those of others.	5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.
5.7. Uses appropriate questioning strategies to help students solve problems and think critically.	<b>Standard 5.</b> (Considerations for professional growth plan.)
5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.	

**Standard 6: Assesses and Communicates Learning Results:** *The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, becomes self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

6.1. Selects and uses appropriate assessments.	6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.	6.6. Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.
6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.	<b>Standard 6.</b> (Considerations for professional growth plan.)
6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.	

<b>Standard 7: Reflects/Evaluates Teaching/Learning: <i>The teacher reflects on and evaluates teaching/learning.</i></b>	
7.1. Assesses and analyzes the effectiveness of instruction.	7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.
7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.	<b>Standard 7. (Considerations for professional growth plan.)</b>
<b>Standard 8: Collaborates with Colleagues/Parents/Others: <i>The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i></b>	
8.1. Initiates collaboration with others and relates situations where collaboration with others will enhance student learning.	8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.	8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.



8.5 Secures and makes use of school and community resources that present differing viewpoints.	8.8. Analyzes previous collaborative experiences to improve future experiences.
8.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.	8.9. Assesses students' special needs and collaborates with school services and community agencies to meet those needs.
8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.	<b>Standard 8.</b> (Considerations for professional growth plan.)
<b>Standard 9: Engages in Professional Development: <i>The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.</i></b>	
9.1. Establishes priorities for professional growth.	9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.
9.2. Analyzes student performance to help identify professional development needs.	9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.
9.3. Solicits input from others in the creation of individual professional development plans.	<b>Standard 9.</b> (Considerations for professional growth plan.)

**Standard 10: Demonstrates Implementation of Technology: *The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.***

10.1. Operates a multimedia computer and peripherals to install and use a variety of software.	10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.	10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
10.3 Demonstrates knowledge of the use of technology in business, industry, and society.	10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.	10.9. Designs lessons that use technology to address diverse student needs and learning styles.
10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.	10.10 Practices equitable and legal use of computers and technology in professional activities.

10.11. Facilitates the lifelong learning of self and others through the use of technology.	10.15. Uses technology to support multiple assessments of student learning.
10.12. Explores, uses, and evaluates technology resources, software, applications, and related documentation.	10.16. Instructs and supervises students in the ethical and legal use of technology.
10.13. Applies research-based instructional practices that use computers and other technology.	<b>Standard 10.</b> (Considerations for professional growth plan.)
10.14. Uses computers and other technology for individual, small group, and large group learning activities.	

## SUMMATIVE CONFERENCING FORM

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, units of study, etc.)

Evaluatee/Observee \_\_\_\_\_ Content Area \_\_\_\_\_ Grade(s) \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Position \_\_\_\_\_

Date of Conference (Analyses) \_\_\_\_\_ School \_\_\_\_\_

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	**NOTE: *More than one (1) rating may be checked			
	Meets	Growth Needed	Does Not Meet	
<b>1: Demonstrates Professional Leadership</b>				
1.1. Builds positive relationships within and between school and community				
1.2. Promotes leadership potential in colleagues.				
1.3. Participates in professional organizations and activities.				
1.4. Writes and speaks effectively.				
1.5. Contributes to the professional knowledge and expertise about teaching and learning.				
1.6. Guides the development of curriculum and instructional materials.				
1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.				
1.8. Initiates and develops educational projects and programs.				
1.9. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.				
1.10. Demonstrates punctuality and good attendance for all duties.				
1.11. Adheres to school board policies and administrative procedures.				
1.12. Adheres to the state professional Code of Ethics				
<b>Standard 1 Overall Rating for Summative Evaluation Form</b>				
<b>2: Demonstrates Knowledge of Content</b>				<b>Discussed</b>
2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught.				
2.2. Communicates a current knowledge of discipline(s) taught.				
2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.				
2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.				
2.5. Connects content knowledge to real-world applications.				
2.6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.				
2.7. Analyzes sources of factual information for accuracy.				
2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.				
2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.				
<b>Standard 2 Overall Rating for Summative Evaluation Form</b>				
<b>3: Designs/Plans Instruction</b>				<b>Discussed</b>
3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations.				
3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.				
3.3. Integrates skills, thinking processes, and content across disciplines.				
3.4. Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.				
3.5. Creates and uses learning experiences that are developmentally appropriate for learners.				
3.6. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.				
3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur.				
3.8. Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.				
3.9. Develops and implements appropriate assessment processes.				
3.10. Secures and uses a variety of appropriate school and community resources to support learning.				
3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.				

3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.				
<b>Standard 3 Overall Rating for Summative Evaluation Form</b>				
<b>4: Creates/Maintains Learning Climate</b>	<b>Meets</b>	<b>Growth Needed</b>	<b>Does Not Meet</b>	<b>Discussed</b>
1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.				
4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.				
4.3. Shows consistent sensitivity to individuals and responds to students objectively.				
4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.				
4.5. Locates and organizes materials and equipment to create an enriched multimedia environment.				
4.6. Encourages and supports individual and group inquiry.				
4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.				
4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.				
4.9. Works with colleagues to develop an effective learning climate within the school.				
<b>Standard 4 Overall Rating for Summative Evaluation Form</b>				
<b>5: Implements/Manages Instruction</b>	<b>Meets</b>	<b>Growth Needed</b>	<b>Does Not Meet</b>	<b>Discussed</b>
5.1. Communicates specific goals and high expectations for learning.				
5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.				
5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.				
5.4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.				
5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences.				
5.6. Simulates students to reflect on their own ideas and those of others.				
5.7. Uses appropriate questioning strategies to help students solve problems and think critically.				
5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.				
5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.				
5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.				
5.11. Makes effective use of media and technologies.				
5.12. Makes efficient use of physical and human resources and time.				
5.13. Provides opportunities for students to use and practice what is learned.				
5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.				
<b>Standard 5 Overall Rating for Summative Evaluation Form</b>				
<b>6: Assesses and Communicates Learning Results</b>	<b>Meets</b>	<b>Growth Needed</b>	<b>Does Not Meet</b>	<b>Discussed</b>
6.1. Selects and uses appropriate assessments.				
6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.				
6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.				
6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.				
6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.				
6.6. Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.				
<b>Standard 6 Overall Rating for Summative Evaluation Form</b>				
<b>7: Reflects/Evaluates Teaching/Learning</b>	<b>Meets</b>	<b>Growth Needed</b>	<b>Does Not Meet</b>	<b>Discussed</b>
7.1. Assesses and analyzes the effectiveness of instruction.				
7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.				
7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.				
<b>Standard 7 Overall Rating for Summative Evaluation Form</b>				
<b>8: Collaborates with Colleagues/Parents/Others</b>	<b>Meets</b>	<b>Growth Needed</b>	<b>Does Not Meet</b>	<b>Discussed</b>
8.1. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.				

8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.				
8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.				
8.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.				
8.5. Secures and makes use of school and community resources that present differing viewpoints.				
8.6. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.				
8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.				
8.8. Analyzes previous collaborative experiences to improve future experiences.				
8.9. Assesses students' special needs and collaborate with school services and community agencies to meet those needs.				
<b>Standard 8 Overall Rating for Summative Evaluation Form</b>				
<b>9: Engages in Professional Development</b>	<b>Meets</b>	<b>Growth Needed</b>	<b>Does Not Meet</b>	<b>Discussed</b>
9.1. Establishes priorities for professional growth.				
9.2. Analyzes student performance to help identify professional development needs.				
9.3. Solicits input from others in the creation of individual professional development plans.				
9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.				
9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.				
<b>Standard 9 Overall Rating for Summative Evaluation Form</b>				
<b>10. Demonstrates Implementation of Technology</b>	<b>Meets</b>	<b>Growth Needed</b>	<b>Does Not Meet</b>	<b>Discussed</b>
10.1. Operates a multimedia computer and peripherals to install and use a variety of software.				
10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.				
10.3. Demonstrates knowledge of the use of technology in business, industry, and society.				
10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.				
10.6. Uses the computer to do word processing, create databases and spreadsheets access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.				
10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.				
10.9. Designs lessons that use technology to address diverse student needs and learning styles				
10.10. Practices equitable and legal use of computers and technology in professional activities.				
10.11. Facilitates the lifelong learning of self and others through the use of technology.				
10.12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.				
10.13. Applies research-based instructional practices that use computers and other technology.				
10.14. Uses computers and other technology for individual, small group, and large group learning activities.				
10.15. Uses technology to support multiple assessments of student learning.				
10.16. Instructs and supervises students in the ethical and legal use of technology.				
<b>Standard 10 Overall Rating for Summative Evaluation Form</b>				

**\*\* NOTE:** This column provides for one or more ratings. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.

# SUMMATIVE EVALUATION FORM FOR TEACHERS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences and other documentation.)

Evaluatee \_\_\_\_\_ Grade/Content Area \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School \_\_\_\_\_

Date(s) of Observations      1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

Date(s) of Conferences      1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

Teacher Standards	Ratings		
	Meets	Growth Needed	Does Not Meet*
1. Demonstrates Professional Leadership			
2. Demonstrates Knowledge of Content			
3. Designs/Plans Instruction			
4. Creates/Maintains Learning Environment			
5. Implements/Manages Instruction			
6. Assesses and Communicates Learning Results			
7. Reflects/Evaluates Teaching/Learning			
8. Collaborates with Colleagues/Parents/Others			
9. Engages in Professional Development			
10. Demonstrated Implementation of Technology			
Additional Criteria for Special Education Teachers			
Overall Rating			

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_ 10. \_\_\_\_\_ Sp. Ed. \_\_\_\_\_

Evaluatee's Comments \_\_\_\_\_

Evaluator's Comments \_\_\_\_\_

**To be signed after all information above has been completed and discussed.**

Evaluatee ☐ Agree with this summative evaluation  
☐ Disagree with this summative evaluation

\_\_\_\_\_  
Evaluatee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

## Employment Recommendation to Central Office:

- ☐ Meets teacher standards for re-employment  
☐ Does not meet teacher standards for re-employment

*Certified employees who disagree with this summative evaluation may appeal to the District Appeals Panel within five (5) working days after receipt of this form.*

*\* Any rating in the "does not meet" column requires the development of an Individual Corrective Action plan.*

## DATA COLLECTION SUMMARY

### EDUCATION ADMINISTRATORS

*(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricula activities, professional development activities, etc.)*

Observee \_\_\_\_\_ Position \_\_\_\_\_

Observer \_\_\_\_\_ Position \_\_\_\_\_

**Observation Information:**

Date \_\_\_\_\_ Activity Observed: \_\_\_\_\_

Time \_\_\_\_\_ Product Critiqued: \_\_\_\_\_

*(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)*

### STANDARDS/PERFORMANCE CRITERIA

<b>Standard 1: Vision</b> <b><i>The education administrator facilitates processes and engages in activities ensuring that:</i></b>	
1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community	1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities	1.10 Assessment data related to student learning is used in developing the school vision and goals
1.3 The core beliefs of the school vision are modeled for all stakeholders	1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals
1.4 The vision is developed with and among stakeholders	1.12 Barriers to achieving the vision is identified, clarified, and addressed
1.5 The contributions of school community members to the realization of the vision are recognized and celebrated	1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals
1.6 Progress toward the vision and mission is communicated to all stake holders	1.14 Existing resources are used in support of the school vision and goals
1.7 The school community is involved in school improvement efforts	1.15 The vision and implementation plans are regularly monitored, evaluated, and revised.
1.8 The vision shapes the educational programs, plans, and actions	STANDARD 1 (considerations for professional growth plan)



**Standard 2: School Culture and Learning*****The education administrator facilitates processes and engages in activities ensuring that:***

2.1 All individuals are treated with fairness, dignity, and respect	2.12 The school is organized and aligned for success
2.2 Professional development promotes a focus on student learning consistent with the school vision and goals	2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
2.3 Students and staff feel valued and important	2.14 Curricular decisions are based on research, expertise of teachers, and the recommendations of learned societies
2.4 The responsibilities and contributions of each individual are acknowledged	2.15 The school culture and climate are assessed on a regular basis
2.5 Barriers to student learning are identified, clarified, and addressed	2.16 A variety of sources in information is used to make decisions
2.6 Diversity is considered in developing learning experiences	2.17 Student learning is assessed using a variety of techniques
2.7 Life long learning is encouraged and modeled	2.18 Multiple sources of information regarding performance are used by staff and students.
2.8 There is a culture of high expectations for self, student, and staff performance	2.19 A variety of supervisory and evaluation models is employed
2.9 Technologies are used in teaching and learning	2.20 Pupil personnel programs are developed to meet the needs of students and their families
2.10 Student and staff accomplishments are recognized and celebrated	Standard 2. (considerations for professional growth plan)
2.11 Multiple opportunities to learn are available to all students	

**Standard 3: Management*****The education administrator facilitates processes and engages in activities ensuring that:***

3.1 Knowledge of learning, teaching, and student development is used to inform management decisions	3.13 Stakeholders are involved in decisions affecting schools
3.2 Operational procedures are designed and managed to maximize opportunities for successful learning	3.14 Responsibility is shared to maximize ownership and accountability
3.3 Emerging trends are recognized, studied, and applied as appropriate	3.15 Effective problem-framing and problem-solving skills are used
3.4 Operational plans procedures to achieve the vision and goals of the school are in place	3.16 Effective conflict resolution skills are used
3.5 Collective bargaining and other contractual agreements related to the school are effectively managed	3.17 Effective group-process and consensus-building skills are used
3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively	3.18 Effective communication skills are used
3.7 Time is managed to maximize attainment of organizational goals	3.19 There is effective use of technology to manage school operations
3.8 Potential problems and opportunities are identified	3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively
3.9 Problems are confronted and resolved in a timely manner	3.21 Safe, clean, and aesthetically pleasing school environment is created and maintained
3.10 Financial, human, and material resources are aligned to the goals of school	3.22 Human resources function support the attainment of school goals
3.11 The school acts entrepreneurially to support continuous improvement	3.23 Confidentiality and privacy of school records are maintained
3.12 Organizational systems are regularly monitored and modified as needed	Standard 3. (considerations for professional growth plan)

**Standard 4: Collaboration*****The education administrator facilitates processes and engages in activities ensuring that:***

4.1 High visibility, active involvement, and communication with the larger community is a priority	4.10 Community stakeholders are treated equitably
4.2 Relationships with community leaders are identified and nurtured	4.11 Diversity is recognized and valued
4.3 Information about family and community concerns, expectations, and needs is used regularly	4.12 Effective media relations are developed and maintained
4.4 There is outreach to different business, religions, political, and service agencies and organizations	4.13 Comprehensive program of community relations is established
4.5 Credence is given to individuals and groups whose values and opinions may conflict	4.14 Public resources and funds are used appropriately and wisely
4.6 The school and community serve one another as resources	4.15 Community collaboration is modeled for staff
4.7 Available community resources are secured to help the school solve problems and achieve goals	4.16 Opportunities for staff to develop collaborative skills are provided
4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals	<b>Standard 4.</b> (considerations for professional growth plan)
4.9 Community youth family services are integrated with school programs	

**Standard 5: Integrity, Fairness, Ethics*****The education administrator facilitates processes and engages in activities ensuring that:***

5.1 Examines personal and professional values	5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community
5.2 Demonstrates a personal and professional code of ethics	5.11 Recognized and respects the legitimate authority of others
5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance	5.12 Examines and considers the prevailing values of the diverse school community
5.4 Serves as a role model	5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior
5.5 Accepts responsibility for school operations	5.14 Opens the school to public scrutiny
5.6 Considers the impact of one's administrative practices on others	5.15 Fulfills legal and contractual obligations
5.7 Uses the influence of the office to enhance the educational program rather than for personal gain	5.16 Applies laws and procedures fairly, wisely, and considerately
5.8 Treats people fairly, equitably, and with dignity and respect	Standard 5. (considerations for professional growth plan)
5.9 Protects the rights and confidentiality of students and staff	

**Standard 6: Political, Economic, Legal*****The education administrator facilitates processes and engages in activities ensuring that***

6.1 The environment in which schools operate is influenced on behalf of students and their families	6.5 Public policy is shaped to provide quality education for students
6.2 Communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate	6.6 Lines of communication are developed with decision makers outside the school community
6.3 There is ongoing dialogue with representatives of diverse community groups	Standard 6. (considerations for professional growth plan)
6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities	

**EDUCATION ADMINISTRATORS SUMMATIVE CONFERENCING FORM**  
**ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN**  
**SUMMATIVE EVALUATION**

(Evaluator and evaluatee discuss and complete prior to developing the administrator's professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.)

Evaluatee/Observee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Position \_\_\_\_\_

Date of Conference (Analyses) \_\_\_\_\_ School/Work Site \_\_\_\_\_

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
<b>1: Vision - The education administrator facilitates processes and engages in activities ensuring that</b>				
1.1 the vision and mission of the school are effectively communicated to staff, parents, students, and community				
1.2 the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities				
1.3 the core beliefs of the school vision are modeled for all stakeholders				
1.4 the vision is developed with and among stakeholders				
1.5 the contributions of school community members to the realization of the vision are recognized and celebrated				
1.6 progress toward the vision and mission is communicated to all stakeholders				
1.7 the school community is involved in school improvement efforts				
1.8 the vision shapes the educational programs, plans, and actions				
1.9 provides opportunities that encourage collaboration among others in the use of resources				
1.10 assessment data related to student learning is used to develop the school vision and goals				
1.11 relevant demographic data pertaining to students and their families are used in developing the school mission and goals				
1.12 barriers to achieving the vision are identified, clarified, and addressed				
1.13 needed resources are sought and obtained to support the implementation of the school mission and goals				
1.14 existing resources are used in support of the school vision and goals				
1.15 the vision and implementation plans are regularly monitored, evaluated, and revised				
Overall rating for Summative Evaluation Form				
<b>2: School Culture and Learning - The education administrator facilitates processes and engages in activities ensuring that:</b>	Meets	Growth Needed	Does Not Meet	Professional Growth Activities Discussed
2.1 all individuals are treated with fairness, dignity, and respect				
2.2 professional development promotes a focus on student learning consistent with the school vision and goals				
2.3 students and staff feel valued and important				
2.4 the responsibilities and contributions of each individual are acknowledged				
2.5 barriers to student learning are identified, clarified and addressed				
2.6 diversity is considered in developing learning experiences				
2.7 life long learning is encouraged and modeled				
2.8 there is a culture of high expectations for self, student and staff performance				
2.9 technologies are used in teaching and learning				
2.10 student and staff accomplishments are recognized and celebrated				
2.11 multiple opportunities to learn are available to all students				
2.12 the school is organized and aligned for success				
2.13 curriculum, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined				
2.14 curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies				
2.15 the school culture and climate are assessed on a regular basis				
2.16 a variety of sources in information is used to make decisions				
2.17 student learning is assessed using a variety of techniques				

2.18 multiple sources of information regarding performance are used by staff performance are used by staff and students				
2.19 a variety of supervisory and evaluation models is employed				
2.20 pupil personnel programs are developed to meet the needs of students and their families				
Overall rating for Summative Evaluation Form				

3: Management -The education administrator facilitates processes and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Professional Growth Activities Discussed
3.1 knowledge of learning, teaching, and student development is used to inform management decisions				
3.2 operational procedures are designed and managed to maximize opportunities for successful learning				
3.3 emerging trends are recognized, studied, and applied as appropriate				
3.4 operational plans and procedures to achieve the vision and goals of the school are in place				
3.5 collective bargaining and other contractual agreements related to the school are effectively managed				
3.6 the school plant, equipment, and support systems operate safely, efficiently, and effectively				
3.7 time is managed to maximize attainment of organizational goals				
3.8 potential problems and opportunities are identified				
3.9 problems are confronted and resolved in a timely manner.				
3.10 financial, human, and material resources are aligned to the goals of schools				
3.11 the school acts entrepreneurally to support continuous improvement				
3.12 organizational systems are regularly monitored and modified as needed				
3.13 stakeholders are involved in decisions affecting schools				
3.14 responsibility is shared to maximize ownership and accountability				
3.15 effective problem-framing and problem-solving skills are used				
3.15 effective conflict resolution skills are used				
3.17 effective group-process and consensus-building skills are used				
3.18 effective communication skills are used				
3.19 there is effective use of technology to manage school operations				
3.20 fiscal resources of the school are managed responsibly, efficiently, and effectively				
3.21 a safe, clean, and aesthetically pleasing school environment is created and maintained				
3.22 human resource functions support the attainment of school goals				
3.23 confidentiality and privacy of school records are maintained				
Overall rating for Summative Evaluation Form				

4: Collaboration - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Professional Growth Activities Discussed
4.1 high visibility, active involvement, and communication with the larger community is a priority				
4.2 relationships with community leaders are identified and nurtured				
4.3 information about family and community concerns, expectations, and needs is used regularly				
4.4 there is outreach to different business, religious, political, and service agencies and organizations				
4.5 credence is given to individuals and groups whose values and opinions may conflict				
4.6 the school and community serve one another as resources				
4.7 available community resources are secured to help the school solve problems and achieve goals				
4.8 partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals				
4.9 community youth family services are integrated with school programs				
4.10 community stakeholders are treated equitably				

4.11 diversity is recognized and valued				
4.12 effective media relations are developed and maintained				
4.13 a comprehensive program of community relations is established				
4.14 public resources and funds are used appropriately and wisely				
4.15 community collaboration is modeled for staff				
4.16 opportunities for staff to develop collaborative skills are provided				
Overall rating for Summative Evaluation Form				

5: Integrity, Fairness, Ethics - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Professional Growth Activities Discussed
5.1 examines personal and professional values				
5.2 demonstrates a personal and professional code of ethics				
5.3 demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance				
5.4 serves as a role model				
5.5 accepts responsibility for school operations				
5.6 considers the impact of one's administrative practices on others				
5.7 uses the influence of the office to enhance the educational program rather than for personal gain				
5.8 treats people fairly, equitably, and with dignity and respect				
5.9 protects the rights and confidentiality of students and staff				
5.10 demonstrates appreciation for the sensitivity to the diversity in the school community				
5.11 recognized and respects the legitimate authority of others				
5.12 examines and considers the prevailing values of the diverse school community				
5.13 expects that others in the school community will demonstrate integrity and exercise ethical behavior				
5.14 opens the school to public scrutiny				
5.15 fulfills legal and contractual obligations				
5.16 applies laws and procedures fairly, wisely, and considerately				
Overall rating for Summative Evaluation Form				

6: Political, Economic, Legal - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Professional Growth Activities Discussed
6.1 the environment in which schools operate is influenced on behalf of students and their families				
6.2 communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate				
6.3 there is ongoing dialogue with representatives of diverse community groups				
6.4 the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities				
6.5 public policy is shaped to provide equality education for students				
6.6 lines of communication are developed with decision makers outside the school community				
Overall rating for Summative Evaluation Form				

\*This column provides for one or more rating. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.



# SUMMATIVE EVALUATION FORM FOR ADMINISTRATORS

*(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences and other documentation.)*

Evaluatee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School/Work Site \_\_\_\_\_

Date(s) of Observations      1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

Date(s) of Conferences      1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

Administrator Standards	Ratings		
	Meets	Growth Needed	Does Not Meet*
1. Facilitates articulation & Stewardship of Vision			
2. Promotes School Culture & instructional program conducive to learning			
3. Manages safe, efficient, effective learning environment			
4. Collaborates with families & community			
5. Acts with integrity, fairness, and in ethical manner			
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.			
Overall Rating			

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

Evaluatee's Comments \_\_\_\_\_

Evaluator's Comments \_\_\_\_\_

**To be signed after all information above has been completed and discussed.**

Evaluatee      ☐ Agree with this summative evaluation  
☐ Disagree with this summative evaluation

\_\_\_\_\_  
Evaluatee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

## Employment Recommendation to Central Office:

- ☐ Meets administrator standards for re-employment  
☐ Does not meet administrator standards for re-employment

*Certified employees who disagree with this summative evaluation may appeal to the District Appeals Panel within five (5) working days after receipt of this form.*

*\* Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.*

The Individual Corrective Action Plan is developed when an evaluatee receives a “does not meet” rating(s) on the Summative Evaluation OR when an immediate change is required in teacher behavior.

# **INDIVIDUAL CORRECTIVE ACTION PLAN** for

Date \_\_\_\_\_ Work Site \_\_\_\_\_

Standard No.	*Present PG Stage:	Growth Objective/ Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates

(attach more pages if necessary)

**Evaluatee's Comments:**

**Evaluator's Comments:**

Individual Corrective Action Plan Developed:	STATUS: Achieved _____ Revised _____ Continued _____
_____ (Evaluatee's Signature) _____ (Date)	_____ (Evaluatee's Signature) _____ (Date)
_____ (Evaluator's Signature) _____ (Date)	_____ (Evaluator's Signature) _____ (Date)

**\*Professional Growth Plan Stages:**

O=Orientation/Awareness A=Preparation/Application I=Implementation/Management R=Refinement/Impact

# Instructions for Completing the Individual Corrective Action Plan

This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or "Does Not Meet Rating" on any one Standard on Formative Observation/Appraisal Evaluation or from the Summative Evaluation. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the standard. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

## **Standard Number:**

Identify the specific standard(s) from the Formative Observation/Appraisal Evaluation or Summative Evaluation Form that has a "Does NOT Meet Rating" assigned.

## **Present Professional Development (PD) Stage**

(Select one of the following PD stages that match your personal stage of growth.)

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

## **Growth Goal(s) and Objective(s)**

Growth objectives and goals must address the specific standard(s) rated as "does not meet" on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness (es). Identify the specific goal(s) and objective(s) that you plan to develop.

## **Procedures and Activities for Achieving Goal(s) and Objectives(s)**

Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.

## **Target Dates for Completion/Review:**

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the evaluatee

## **Documentation of all reviews, corrective actions, and evaluator's assistance must be provided periodically (as they occur) to evaluatee.**

(Evaluators must follow the local district professional development growth and evaluation plan processes, and procedures for implementing an Individual Corrective Action Plan.)

## **APPEALS PROCESS**

Any certified staff member who is dissatisfied with his summative evaluation may request a hearing. In compliance with 704 KAR 3:345, Section 7 and KRS 156.101, the Graves County Schools shall provide for the following:

- Right to a hearing as to every appeal.
- Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel.
- Right to presence of evaluatee's chosen representative.

### **APPEALS PANEL**

- All members of the Appeals Panel shall be current certified staff members of the Graves County School System. The entire certified staff elects the two members of the Appeals Panel and one is recommended by the superintendent and approved by the Board of Education.
- In the election of the Appeals Panel members, the persons receiving the first and second greatest number of votes district wide shall be members of the Appeals Panel. The person receiving the third and fourth greatest number of votes shall be designated as alternates.
- The superintendent shall appoint a member and an alternate to serve as chairperson of the Appeals Panel.
- The length of term for an Appeals Panel member shall be three (3) years. The panel members shall assume their responsibilities on October 1.
- The election shall be held and appointments made for the Appeals Panel during the month of September.
- The elections shall be conducted by the District Contact Person using the following criteria:
  1. Open nominations
  2. Secret Ballot
  3. One person-one vote

### **APPEALS PROCEDURE**

- Any certified staff member who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days following receipt of the summative evaluation. The appeal shall be signed and in writing on the district "Evaluation Appeals Hearing Request Form" (attached).
- Upon receipt of a request for an appeal, the chairperson of the Appeals Panel shall notify the Appeals Panel members and schedule a hearing. The panel will notify the evaluator and the evaluatee of the time, date and place of the hearing. within three (3) working days from the date the appeal was filed.

- Following the hearing, the panel shall issue one of the following recommendations to the Superintendent within fifteen (15) working days from the date the appeal was filed.
  1. Uphold the original evaluation.
  2. Order a new evaluation by a second trained evaluator.
  3. Remove all or part of the summative evaluation found to be in error and eliminate it from the official personnel record of the evaluatee.

#### **APPEALS PANEL PROCEDURES**

- The panel will convene, conference and review all documentation presented by both parties.
- A copy of all documentation will be provided to both parties in advance of the hearing.
- Each party will be allowed to choose representatives.
- During the hearing, each party shall be allowed to make a statement of claim. The evaluatee will begin.
- The panel may question either party or witnesses during the hearing.
- Each party will be asked to make closing remarks.
- The panel will make closing remarks.
- The evaluatee may withdraw his/her appeal at any time during the appeals process. At any time during the appeals process, the evaluator may make adjustments to the evaluatee's summative form if these adjustments are acceptable to the evaluatee.
- No panel member shall serve on any Appeals Panel considering an appeal for which he/she was the evaluator. Whenever a panel member or panel member's immediate family appeals to the panel, the member may not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws. A panel member shall not hear an appeal filed by his/her immediate supervisor.
- Any certified staff member who feels that the local district is not implementing the evaluation plan according to the way it was approved by the Graves County Board of Education and State Board of Education shall have the opportunity to appeal to the State Board of Education.

## **EVALUATION APPEALS HEARING REQUEST FORM**

I, \_\_\_\_\_, have been evaluated  
by \_\_\_\_\_ during this current school  
year evaluation cycle. My disagreement with the findings of the summative  
evaluation has been thoroughly discussed with my evaluator.

I respectfully request the Owen County School District Evaluation Appeals Panel to hear  
my appeal.

My appeal challenges the summative findings on:

- ☐ Substance
- ☐ Procedure
- ☐ Both substance and procedure

The date of the summative conference was \_\_\_\_\_.

The date the evaluator was notified of intent to appeal was \_\_\_\_\_.

*I hereby give my consent for my evaluation records to be presented to the members of the  
Evaluation Appeal Panel for their study and review. I will appear before the Panel if  
requested.*

\_\_\_\_\_  
**Employee**

\_\_\_\_\_  
**Date**

**This form shall be presented in person or by mail to any member of the district  
Evaluation Appeals Panel within five (5) working days within receipt of the  
summative evaluation.**